

CHILDREN, YOUTH, AND FAMILIES AT RISK PROJECT (CYFAR)

Field Trip 2016 – Latino Families visit U of MN

April, 2016

ABOUT THE PROGRAM

Partnering for School Success (PSS) is based on a model which recognizes that multiple factors in the family and community impact student success in school. PSS CYFAR* (Children, Youth and Families at Risk) is a partnership of University of Minnesota Extension, Triton (Dodge Center), and Faribault Middle Schools focusing on two of the major factors related to academic achievement for Latino families – family and school environments. CYFAR promotes Minnesota youth to have opportunities to imagine and achieve higher education goals. Funded by the Sustainable Communities Project (SCP), Parents and guardians are also engaged with their children in educational settings to learn about obtaining education goals. This report will focus on the field trip that participating Latino families took to the University of Minnesota, their experience and their perception about the activities performed.



Families Visit the University of Minnesota



A field trip was done in Year 3 as part of CYFAR program, however this year (Y4) a hands on breakout session in laboratories was added to the experience. In April 2016, parents and their children from Faribault ($n = 29$) and Triton ($n = 32$) visited the University of Minnesota. The campus visit included a motivational program in Spanish, the importance of higher education, and a tour of both Twin Cities campuses. The Coordinator for Pre-Collegiate Outreach with the Multicultural Center for Academic Excellence at the University of Minnesota worked with the families on steps to take to achieve their goal of higher education. A Latino college student spoke to the families on her experience on campus and shared the support provided to Latino students on campus. 100% of parents said the visit helped them imagine their child as a college student and helped them understand the importance of their child doing well in school now.

Families participated in the trip to the University after participating in the Partnering for School Success parenting classes. Classes included information on how to be more engaged in their child's education. Some parents also attended the Open Doors with Higher Education classes that addressed how to plan for higher education. The youth attended after school programming related

to STEM topics. It was each parent's first visit to the University of Minnesota (100). The parents completed surveys about their experience visiting the campus and about the activities held during the visit (see results below).

Evaluation Results

After visiting the campus, 26 people from Faribault and 28 from Triton completed surveys ($n = 54$). Parents ($n = 31$) rated their overall experience visiting the University on a scale from 1 (poor) to 5 (fantastic); responses ranged from 3 (good) to 5 (fantastic) ($M = 3.7$). On the other hand, youth responses ($n = 23$) responses ranged from 2 (O.K.) to 5 (fantastic) ($M = 4.2$).

TABLE 1: Parent responses to evaluation survey items ($n = 31$).

| ITEM | FARIBAULT PARENTS ($N = 16$) | | TRITON PARENTS ($N = 15$) | |
|---|--------------------------------|-------|-----------------------------|-----|
| | YES | NO | YES | NO |
| FIRST VISIT TO THE U OF MN | 75% | 25% | 67% | 33% |
| FIRST PRESENTATION ABOUT THE U OF MN | 62.5% | 37.5% | 67% | 33% |
| RECOMMEND THIS EVENT TO A FRIEND OR FAMILY MEMBER | 100% | 0% | 100% | 0% |
| EVENT HELPED UNDERSTAND THE VALUE OF A COLLEGE EDUCATION FOR YOUR CHILDREN OR FAMILY MEMBER | 100% | 0% | 100% | 0% |
| DESIRE CHILD TO ATTEND THE U OF MN | 100% | 0% | 100% | 0% |
| ACCESS TO A COMPUTER AT THE INTERNET AT HOME | 81% | 19% | 93% | 7% |

TABLE 2: Youth responses to evaluation survey items ($n = 26$).

| ITEM | FARIBAULT PARENTS ($N = 10$) | | TRITON PARENTS ($N = 13$) | |
|--|--------------------------------|-----|-----------------------------|-----|
| | YES | NO | YES | NO |
| FIRST VISIT TO THE U OF MN | 50% | 50% | 69% | 31% |
| FIRST PRESENTATION ABOUT THE U OF MN | 40% | 60% | 69% | 31% |
| RECOMMEND THIS EVENT TO A FRIEND OR FAMILY MEMBER | 90% | 10% | 100% | 0% |
| EVENT HELPED UNDERSTAND THE VALUE OF A COLLEGE EDUCATION | 100% | 0% | 92% | 8% |
| DESIRE CHILD TO ATTEND THE U OF MN | 100% | 0% | 92% | 8% |
| ACCESS TO A COMPUTER AT THE INTERNET AT HOME | 100% | 0% | 85% | 15% |



Laboratory Activity

Youth participated in a laboratory experience on “DNA in Plants and DNA in You” or “Bugs, Beetles, and Bees” and learned about careers related to STEM (science, technology, engineering, and math). They rated this activity on a scale from 1 (poor) to 5 (fantastic); responses ranged from 2 (O.K.) to 5 (fantastic) (M = 4.2).

Best Part of Their Visit

Parents were asked about the best part of their visit. They mentioned a variety of activities, but especially emphasized the laboratory activity and that overall, the entire event was the best. Other parents indicated they liked the campus tour.

Desired Areas of Study

Youth responded what career they would like to study. Responses included fields of study such as: Agriculture, Veterinarian, Medicine, Biology, Business Management, Dentistry, Education, Technology, Engineering, Music, Sports, or undecided.

Families Also Visit the Riverland Community College

In order to showcase the many choices students have for higher education, project families also were able to participate in a field trip to Riverland Community College - Austin in February. This experience included 25 parents and 27 youth (52 total); (Faribault, 13 parents, 13 youth), (Triton, 12 parents, 14 youth). Participants were able to view classes in progress during the weekday tour and heard about careers that are in need of trained workers, such as carpentry and auto repair.

The experiences of these two higher education opportunities provided a valuable experience to showcase the choices Latino students have for higher education and training after high school.

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